

Isle of Wight Partnership

Initial Teacher Education inspection report

Inspection Dates 29 April – 2 May 2013

This inspection was carried out by a seconded inspector and one of Her Majesty's Inspectors in accordance with the *ITE Inspection Handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013

The inspection draws upon evidence from within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Employment-based routes
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

www.ofsted.gov.uk

Reference no. 080190

© Crown Copyright 2013

The employment-based route

Information about this ITE partnership

- The Isle of Wight Partnership offers a Graduate Teacher Programme (GTP) for primary and secondary education. The Partnership works with six secondary schools and 21 primary schools on the Isle of Wight. At the time of the inspection there were 16 primary trainees and 13 secondary trainees. The host school for the partnership is Sandown Bay Academy where the GTP accommodation and facilities are based.
- Since the partnership started training teachers 11 years ago it has accounted for a third of all newly qualified teachers employed on the Isle of Wight.
- All partnership schools on the Isle of Wight were reorganised from a three tier system (first, middle and high schools) to a two-tier system (primary and secondary schools) between 2009 and 2012.
- The partnership currently operates in challenging circumstances as several partnership secondary schools have been graded as inadequate at their most recent Ofsted inspections.
- The partnership is to transform into a secondary school-centred initial teacher training provider (SCITT) from September 2013, preparing trainees to teach the 11 to 16, 11 to 18 and 11 to 19 age ranges.

Information about the employment-based ITE inspection

- Inspectors observed three lessons taught by trainees in three primary schools and four lessons taught by trainees in three secondary schools. All of these were observed jointly with a school-based trainer. Inspectors also observed two lessons taught by newly qualified teachers (NQTs) in their first year of teaching in two primary schools and two lessons taught by newly qualified teachers in their first year of teaching in two secondary schools.
- In addition, inspectors observed mentors giving feedback to trainees and scrutinised mentors' lesson observation records and reports, trainees' teaching files, evidence for the Teachers' Standards, and documents relating to trainees' professional and subject knowledge enhancement.
- Inspectors held discussions with: trainees and NQTs; trainers; headteachers; a representative of the local authority school improvement service; and leaders and managers.
- Inspectors reviewed a wide range of documentary evidence, including evidence relating to recruitment and selection; documents on statutory safeguarding and compliance with initial teacher training criteria; assessments and analyses of outcomes for trainees; evaluations and improvement plans and external moderator reports.

- Inspectors scrutinised external assessor reports and evaluations from trainees and former trainees.
- Inspectors also took account of the responses to the trainee online questionnaire, which all trainees completed.

Inspection team

Steven Popper SI: lead inspector

James Sage HMI: assistant lead inspector

Overall Effectiveness

Grade: 2

The key strengths of the employment-based partnership are:

- the high reputation that the ITE partnership has with trainees, former trainees, schools and school leaders, because its trainees are very well prepared for teaching
- the preparation of trainees to meet the needs of schools in challenging circumstances on the Isle of Wight
- the strategic planning and pursuit of excellence by leadership and management that result in trainees' capacity to meet the specific needs of local schools well and their good overall preparation for teaching
- the coherence and complementary nature of high-quality primary central and school-based training, particularly in phonics, reading, writing and mathematics, that prepares trainees to teach these areas well.
- the high quality central training offered to secondary trainees that prepares them for school experience well.

What does the employment-based partnership need to do to improve further?

The partnership should:

- strengthen quality assurance and monitoring procedures to:
 - eliminate inconsistencies in the quality of some mentoring with regards to the assessment of trainees
 - ensure that all trainees receive precise feedback on what they do well and how they might improve their teaching

- ensure that all trainees are set challenging long-term developmental targets and that these are effectively monitored to ensure trainees make the most rapid progress that they can
- support secondary trainees more effectively in applying what they have learned in central training to their own teaching.

Inspection Judgements

The outcomes for trainees are good

1. School leaders and the local authority speak highly about the quality of Isle of Wight Partnership trainees and their readiness for teaching and their understanding of local schools' needs. The schools' confidence in the training is underlined by the swiftness with which many recently qualified teachers who received their initial training from the Isle of Wight Partnership have taken up leadership roles in schools.
2. Completion and employment rates are very high when compared with the national figures. Almost all trainees gain employment and nearly all are still teaching after three years. Most NQTs are recruited to Isle of Wight schools and are regarded as strong teachers by their headteachers and the local authority.
3. The quality of all trainees' teaching at this stage of their training is predominantly good, with some examples of outstanding teaching. Last year almost all trainees achieved final grades of good or better, with the proportion of trainees achieving a final grade of 'outstanding' showing an increase over previous years. The few trainees who achieved a final grade of 'satisfactory' were judged to have the potential to become good teachers within a short period of time.
4. Primary and secondary trainees have a realistic and well-developed understanding of the wide range of responsibilities of teachers and schools and are very well prepared to meet the needs of local schools. Trainees and NQTs demonstrate considerable professionalism and a readiness to take on high levels of responsibility early in their professional careers. Trainees are confident, reflective and willing to try new approaches and be creative in their teaching. For example, one primary trainee, who was observed teaching an English lesson about the use of verbs, adjectives and adverbs, encouraged pupils to think more widely about what made story characters morally good or bad. Trainees' relationships with their pupils and students are good and their teaching is engaging. All trainees include differentiation in their planning and in their lessons in order to meet the needs of pupils with disabilities or special educational needs. Some trainees do not offer pupils of different

abilities as much challenge as they could. Subject knowledge audits show that, because of high-quality training, all trainees have increased their knowledge in mathematics and English since the beginning of the course.

5. The partnership's drive for excellence has resulted in revisions that have led to better quality training. For example, all trainees now have a much greater knowledge of behaviour management strategies, primary trainees' subject knowledge in English and mathematics is much stronger and secondary trainees now have a better understanding of their subjects. Despite this increased knowledge, not all trainees are able to apply effectively in their teaching what they have learned in central training. Some secondary trainees, for example, need to monitor their students' progress more rigorously and to deepen their students' progress through skilled questioning.

The quality of training across the partnership is good

6. Primary and secondary trainees are clear that the quality of their teaching will be judged through its impact on their pupils' and students' progress. This understanding is established well through high-quality, substantial and well-structured central training and reinforced in schools through school-based trainers' dialogue with trainees.
7. The partnership makes very good use of its knowledge of where expertise lies in partnership schools and other settings. Trainees benefit from experience in lead partner schools with specific subject expertise, in special schools and in other settings with particular strengths in meeting the needs of disabled pupils and those with special educational needs. Training in behaviour management is given high priority. School-based experts contribute to, and often help shape, the central training offered to trainees. Trainees' confidence and subject knowledge increase as a result, but the school-based mentoring offered to secondary trainees does not always help them apply what they have learned in their central training to their teaching.
8. Primary central- and school-based training, particularly in phonics, reading, writing and mathematics, is particularly impressive. Central training in these areas features very carefully planned content and some innovative features. For example, one mathematics training session, which was taught by an ex-trainee with particular expertise, involved the trainees being put in the role of Year 6 pupils learning mathematics. This session developed trainees' understanding of pupils' perspectives and needs when learning mathematics. Central training in English and mathematics is very well complemented by the training offered during primary trainees' visits to lead partner schools. Trainees' subject knowledge audits, school-based tasks and the quality of teaching are

monitored carefully, and any trainees performing less well are offered additional training tailored to meet their individual needs. All primary trainees show improvements in their confidence, subject knowledge and the quality of their teaching as a result.

9. School-based mentors give primary and secondary trainees regular and detailed feedback. Most is accurate and appropriate, highlighting the strong points of trainees' teaching and the areas for development. Mentors ensure that trainees reflect upon the learning and progress of their pupils and students and what they could do to improve or build upon these in subsequent lessons. However, some mentors give trainees an over-generous impression of the strength of their lessons and do not identify areas for development as clearly, precisely or thoroughly as they could. Overall grading of trainees' teaching is accurate, but the grading of some trainees' progress against each of the Teachers' Standards is imprecise. These factors result in some primary and secondary trainees being given targets for development that are not challenging enough, particularly in the long term.
10. Communication between school-based mentors in trainees' lead and second school placements has developed considerably this year as a result of organised meetings and the joint observations of trainees that are carried out in trainees' second school placements. School-based mentors shared understanding of trainees' needs and progress has developed as a result, and the increased coherence of school-based training across both schools has contributed to the good progress that trainees make.
11. Trainees and NQTs evaluate the quality of their training highly. All trainees who responded to the trainees' online questionnaire agreed, or strongly agreed, that their training will make them good or better teachers. Trainees spoken to consider that their training is equipping them well for the realities and responsibilities of teaching in school. Trainees and NQTs speak highly of the valuable opportunities they have to experience different schools and settings. They also value the expert practice with which they come into contact and particularly the chance to work with specialist teachers during the second school placement.

The quality of leadership and management across the partnership is good

12. The Director and Deputy Director have very high expectations for the partnership and promote a strong ethos of striving for excellence in all aspects of the programme. Their strategic planning is clear and ambitious and the partnership is well placed for the development of the SCITT from September 2013. At the partnership's heart is a powerful determination to produce good and outstanding teachers for local schools who can contribute effectively to school improvement. The

impact of this drive can be seen in the very high employment rates of NQTs and the view shared by many headteachers that these NQTs are raising the quality of teaching in their schools.

13. The strong reputation of the partnership is also reflected in the high number of applications. Selection and recruitment procedures are thorough and candidates of high calibre are admitted onto the programme. The accuracy of selection judgements is confirmed by the very high levels of completion, employment and retention in teaching of those applicants that are selected.
14. The partnership's self-evaluation is robust and based on detailed data and analysis of trainees' and mentors' evaluations, external examiners' reports and exit surveys. The partnership has made many improvements to its provision as a result of this self-evaluation. More effective use is now made of the second school placement. There is more efficient collaboration between mentors from trainees' lead and second schools. The more rigorous and frequent auditing of primary trainees' phonic knowledge has led to improved skills. A strength of the partnership is how it responds to trainees' evaluations. For example, the timing of central behaviour management training was changed in response to last year's evaluations, with the result that this year's trainees are much better prepared. However, the partnership's self-evaluation is not sufficiently focused on the impact of provision on trainees' overall progress from their starting points.
15. Well-organised quality assurance and monitoring procedures are in place, enhanced this year through the effective use of joint observations of trainees during their second school placements. These joint observations have resulted in a stronger and better-shared understanding of trainees' strengths and progress at that point. However, some tightening up of quality assurance is required, particularly with regard to the variable quality of some mentoring and feedback offered to trainees. While trainees' final grading is secure at the pass/fail boundary, more rigorous moderation of their final grades is required.
16. The partnership leaders' and tutors' strong knowledge of locally-based expertise is used to match training to individual trainees' needs very well. There is a well-established partnership with local schools and many headteachers report the strong involvement of their schools in strategic developments. For example, the re-development of training to meet the needs of pupils and students with disabilities or special educational needs was informed by consultation with schools and other settings specialising in this work. The provider makes the best strategic use of partnership schools with the result that trainees develop a considerable understanding of the needs of local schools and are well prepared to teach in them.

17. All statutory requirements are met.

Annex: Partnership schools

The following schools were visited to observe teaching:

Sandown Bay Academy

Christ the King College

Medina College

Binstead Primary School

Oakfield Church of England Aided Primary School

Brighstone Church of England Aided Primary School

ITE partnership details

Unique reference number	70206
Inspection number	411629
Inspection dates	29 April – 2 May 2013
Lead inspector	Steven Popper
Type of ITE partnership	EBITT
Phases provided	Primary and Secondary
Date of previous inspection	22–26 June 2009
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70206
Provider address	Sandown Bay Academy The Fairway Sandown Isle of Wight PO36 9JH